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ABSTRACT

This report is fifth in a series of annual reports identifying students who drop out of Nevada schools during the course of a school year. Dropout data collection has been extended for 1992-93 to grades 7 and 8. Dropout rates are calculated in a fashion consistent with formulas used in earlier state studies, rather than through the method of the year immediately preceding. During the 1992-93 year 4,797 students in grades 9 through 12 dropped out, resulting in an overall rate of about 8.2%. Both the absolute number and the rate are up from the previous year. Slightly more males dropped out than females (8.8% for males versus 8.6% for females). Asian and Pacific Islanders had the lowest dropout rate and Hispanic Americans had the highest, at 14.3%. Slightly over 46% were withdrawn by themselves or their parents or guardians, but 17.6% were withdrawn by their schools, and 1.1% were incarcerated. Dropout rates for grades 7 and 8 were 2.2%, although patterns suggest that significant numbers could actually be enrolled in other schools. The seventh and eighth grade numbers should be regarded with caution. Five figures and seven tables present dropout figures. (Contains 9 references.) (SLD)

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NEVADA PUBLIC SCHOOL DROPOUTS

SCHOOL YEAR 1992-93

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NEVADA PUBLIC SCHOOL DROPOUTS

SCHOOL YEAR 1992-93

David Lawson Smith, PhD

March, 1994

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Executive Summary

The present report is the fifth in a series of annual reports identifying the number of students who drop out of Nevada schools during the course of one school year, in this case, the 1992-93 school year. A highlight of this year's report is that the dropout data collection has been extended to grades seven and eight. The data were derived from school records, and every public school in Nevada containing any grade from 7-12 is included in the study.

A second feature of importance in this year's report is that dropout rates are calculated in a fashion consistent with the formulas used in earlier dropout studies. In last year's report, dropout rates were calculated using a set of formulas proposed by the National Center on Education Statistics (NCES). These formulas tended to underestimate the actual dropout rate and have since been changed by NCES. Rates from last year's report that are reported in the present report have been recalculated using the traditional rate conception to allow for comparability with present rates and with previous rates.

Among the major findings *for grades 9-12* during the 1992-93 school year are:

- 4797 individuals dropped out of public high schools in Nevada, resulting in an overall dropout rate of approximately 8.2 percent. Both figures are up from the 4239 dropouts and the 7.7 percent dropout rate recorded in the previous year.

- 632 individuals dropped out in the ninth grade (3.9 percent), 966 dropped out in the tenth grade (6.2 percent), 1501 dropped out in the eleventh grade (10.6 percent), and 1698 dropped out in the twelfth grade (13.5 percent). With the exception of the dropout rate for ninth grade, each of these figures is higher than those recorded for these grades in the previous year's study.

- Slightly more males (2500) than females (2297) dropped out of school in the school year studied (dropout rates of 8.8 percent for males and 8.6 percent for females).

- Asian/Pacific Islanders had the lowest dropout rate at 6.6 percent, and Hispanics had the highest dropout rate at 14.3 percent. Dropout rates were: 7.2 percent for Whites, 8.8 percent for Blacks, and 9.9 percent for American Indians/Alaskan Natives. While dropout rates were lower for Blacks and American Indians/Alaskan Natives, dropout rates among other ethnic groups rose, especially among Hispanic groups where the dropout rate rose by over two percent.

- 522 dropouts (10.9 percent of total dropouts) were receiving special education services at the time of withdrawal from school.

- 46.3 percent of dropouts were withdrawn by themselves or by their parents/guardians; 20.6 percent did not return to school from summer vacation; 14.3 percent were absent for 10 consecutive days with whereabouts unknown; 17.6 percent were withdrawn by their schools; and 1.1 percent were incarcerated. "Withdrawal by request of schools" rose sharply from 138 students (3.3 percent of dropouts) in the previous year to 845 individuals in 1992-93.

- American Indians/Alaskan Natives were most likely, and Whites were least likely, to simply stop attending school *during the school year*. Hispanics and Whites were more likely to fail to *return to school following summer vacation*.

- Overall dropout rates for individual school districts in Nevada varied from a low of 0.2 percent to 9.6 percent. Only four of the 16 districts with grades 9-12 have dropout rates above the state average. Seven districts showed a lower dropout rate than in the 1991-92 school year and one other district reported a virtually unchanged rate.

- The educational progress of 1424 students was interrupted during the school year, i.e., they withdrew during the school year but returned to the same grade in the following fall. American Indian/Alaskan Natives and Whites were least likely to experience interruptions in their educational progress, and Blacks were most likely to have their progress interrupted.

The dropout rates recorded for grades seven and eight were 2.2 percent, ranging from 1.3 percent among American Indians/Alaskan Natives to 4.5 percent for Hispanics. *However*, the patterns in student withdrawals among the seventh and eighth graders suggest that a significant number of these students could actually be enrolled in a school in another locale, but at this level, no request for transcripts were made by the receiving schools. For this reason, the findings for seventh and eighth grade dropouts should be considered with great caution.

After three years of steady decline, the increases in Nevada students dropping out of school is disturbing. The discussion notes recent increases in student at-risk behaviors in Nevada and across the nation and discusses the need for dropout retrieval programs and for programs to increase school readiness among targeted groups of pre-kindergartners, as well as the need for programs to provide continued academic and personal support for students in Nevada schools.

NEVADA PUBLIC SCHOOL DROPOUTS: SCHOOL YEAR 1992-93

The escalating personal and societal problems associated with high school dropouts have been well documented in the research literature (cf. Smith & Ament, 1990), as well as in previous versions of the present report (e.g., Smith & Carpenter, 1991). In Nevada, the problem is especially acute, given what appears to be a relatively high annual dropout rate in our schools and an especially high rate of in-migration of young people (ages 16-19) who have dropped out of high school *before* migrating to Nevada (Smith, 1993a).

The present study is the fifth in a series of annual reports identifying the number of students who drop out of Nevada schools during the course of one school year. The dropout rates reported here are *event* rates and differ from the "status" dropout rates reported in the U.S. decennial census. Whereas the census status rates reflect the percentage of all young adults who live in a state and are dropouts regardless of where they withdrew from school, the present event rates use administrative school records to identify the number of young adults who have dropped out of Nevada's schools in a one year period.

Background

A statewide Task Force on At-Risk Youth was commissioned in Nevada by the State Superintendent of Public Instruction in the fall of 1986 to explore and address the needs of at-risk youth. One of the first actions taken in response to recommendations of this task force was the development of a dropout count procedure (Carpenter, 1988). The procedure developed in Nevada was designed to provide an accurate and reliable count of the number of students that drop out of Nevada high schools. The procedure also was developed using national guidelines for collection of state dropout statistics (Wittebols, 1986).

Since initiation of the dropout research project, a number of refinements have been made in the dropout data collection (Smith, 1993b) and in the statistical formulas for calculating dropout rates (Smith, 1992; Smith, 1993a) in Nevada. Further, researchers in Nevada have worked closely with staff at the National Center for Educational Statistics (NCES) of the U.S. Department of Education over time, and the methods adopted by NCES and used here are very similar to those procedures used in past reports. The data collection procedures in Nevada for the 1991-92 school year were followed in all 50 states, and comparative data will be published by NCES in the near future.

One of the changes in Nevada's dropout data collection for the present year is the collection of dropout data for grades seven and eight. This change is consistent with the national dropout collection effort that calls for dropout information in grades seven through twelve. *Direct interpretation of dropout*

data from grades seven and eight must be made with caution, however. When students in junior high/middle school grades transfer from one school to another, especially another out-of-state school, the receiving school is much less likely to request a transcript from the sending school than when transfers take place at high school grades where completion of specific courses usually are needed to meet graduation requirements.

A second change from last year's report involves the *calculation of dropout rates*. Traditionally, Nevada has used a formula that divides the total number of dropouts by the fall count day enrollment adjusted for students who failed to return to school from summer (Non-Returns). This adjustment is necessary since these students are counted in the dropout count but were not present to be counted in the enrollment count. Last year, Nevada reluctantly agreed to use the formula proposed by the NCES for "estimating" the state-by-state and nationwide dropout rates. Since the publication last year's dropout report for the 1991-92 school year (Smith, 1993a), the present author participated in a national task force on dropout statistics which concluded that there were a number of shortcomings in providing accurate estimates of dropout rates using NCES's formula. In particular, the NCES formula is likely to underestimate dropout rates.

Given the uncertain future of the NCES dropout formula and limitations in its accuracy as an estimate, *the present report will revert to a formulation of dropout rates that, as in previous reports, uses the fall enrollment count and Non-Returns to determine the membership figures*. Due to changes in the time frames of dropout data collection instituted for last year's report, the formulas that appear in the *Methods* section below are the simplest to date for calculation. The dropout rates resulting from the present formula are directly comparable to the rates calculated from years prior to last year's report for the 1991-92 school year. Dropout rates for school year 1991-92 that appear in tables and figures in the present report have been re-calculated using the present formula to allow comparability between the rates for that year and the rates reported in the present and prior years.

Method

The method of data collection employed in the present study of Nevada's high school dropouts is similar to the methods used in the previous studies. Student withdrawals from school were categorized according to the coding system in NAC 387.215 and 387.220 (see *Table 1*). Of the codes listed in *Table 1* for student withdrawals, only codes 4, 5.a.-j., 6, 7, and Non-Returns are considered to be dropouts. Also collected was the number of students identified in dropout categories who were receiving special education services based on having an Individual Education Plan (IEP) at the time of withdrawal from school.

Table 1
Withdrawal Codes as Defined in NAC 387.215 and 387.220

1. Transfer of Pupil: Another School in County
2. Transfer of Pupil: Another School in State
3. Transfer of Pupil: Another School in Another State (or Country)
*4. Withdrawal of Pupil at Request of School
*5. Withdrawal of Pupil by Pupil, Parent, or Guardian due to:
   a. Failing Grades in 2 or More Classes
   b. Pregnancy
   c. Marriage
   d. Employment
   e. Physical, Mental, Attitude: Certificate from Physician (NRS 392.050)
   f. Authorized by Juvenile Division of District Court (NRS 392.090)
   g. Self-Support or Support of Parent (NRS 392.100)
   h. Apprenticeship in accordance with NRS 392.110
   i. Other Reason not specified in a.-h. and in j.
   j. No Receipt of Request for Transcript
*6. Absence of 10 Consecutive Days: Whereabouts Unknown
*7. Incarceration
8. Withdrawal Pursuant to NRS 392.060, 392.070, or 392.080
9. Death of Student
10. a. Any Other Reason for Withdrawal
    b. Interrupted Progress: Students Who Withdraw During School Year but Who Are Enrolled by Count Day of the Following Year

* Non-Return (Refer to NAC 387.220)
Withdrawal of Student Who Was Enrolled in Grades 8-12, Inclusive, in the School District at End of Previous School Year But Did Not Complete Instructional Program, Transfer, Withdraw, or Re-enroll And Did Not Return to School By December 1 of the Current School Year.

**Note*: Codes 4, 5, 6, 7, and Non-Returns Define Dropouts.

The counting period began with enrollment on the first day of school in fall, 1992. A withdrawal code was recorded for any student who withdrew from school from this day through the last day of school in spring, 1993 (or through summer school, 1993, for those schools having such a program). Those students who completed the spring semester of 1992 (the prior school year) but did not enroll in school the following fall, 1992 (beginning of count year) were counted as Non-Returns. Non-Returning students were counted as having dropped out of the grade in which they would have been enrolled in the fall since they had completed the previous grade during the prior school year. For example, students who completed the ninth grade during the prior year but did not return for the tenth grade during the dropout count year were counted as tenth grade dropouts.

Although the count of withdrawals officially ended at the beginning of fall, 1993, the data collection period was kept open until December 1, 1993 to allow for the return or the receipt of transcript requests for students who had withdrawn during the withdrawal period. On December 1, 1993, a count of all withdrawals by sex, ethnic status, and grade was made at each school that had any of the grades 6-12. Of sixth grade students, only those who did not return for seventh grade (Non-Returns) were counted, and they were counted in the seventh grade dropout statistics. The school-level data were aggregated into a district-wide summary, and both data sets were submitted to the Nevada Department of Education by December 15, 1993.

As noted in the introduction above, the NCES formulas for computing dropout rates in last year's study are not used for the present study. The formulas used here is conceptually similar to those used in Nevada's reports prior to last year. The **overall (Grades 9-12) dropout rate** *for the state, each district, and each ethnic group* was computed as a percentage of enrollment as follows:

$$\frac{\textit{Total Dropouts, Grades 9-12}}{\textit{Fall Enrollment, Grades 9-12 + Total Non-Returns, Grades 9-12}}$$

Total Dropouts in the numerator includes all Non-Returns. The **dropout rates for each grade, 7-12,** were computed as follows:

$$\frac{\textit{Total Dropouts in Grade}}{\textit{Fall Enrollment in Grade + Non-Returns from Previous Grade}}$$

Total Dropouts in Grade includes the Non-Returns from the previous grade. Included in the Non-Return count *for the twelfth grade* were those students who failed to "complete" the twelfth grade in the prior school year and failed to return to twelfth grade during the dropout count school year, as well as those eleventh graders who completed eleventh grade in the prior school year and failed to return to the twelfth grade during the dropout count school year.

Results

Grades 9-12

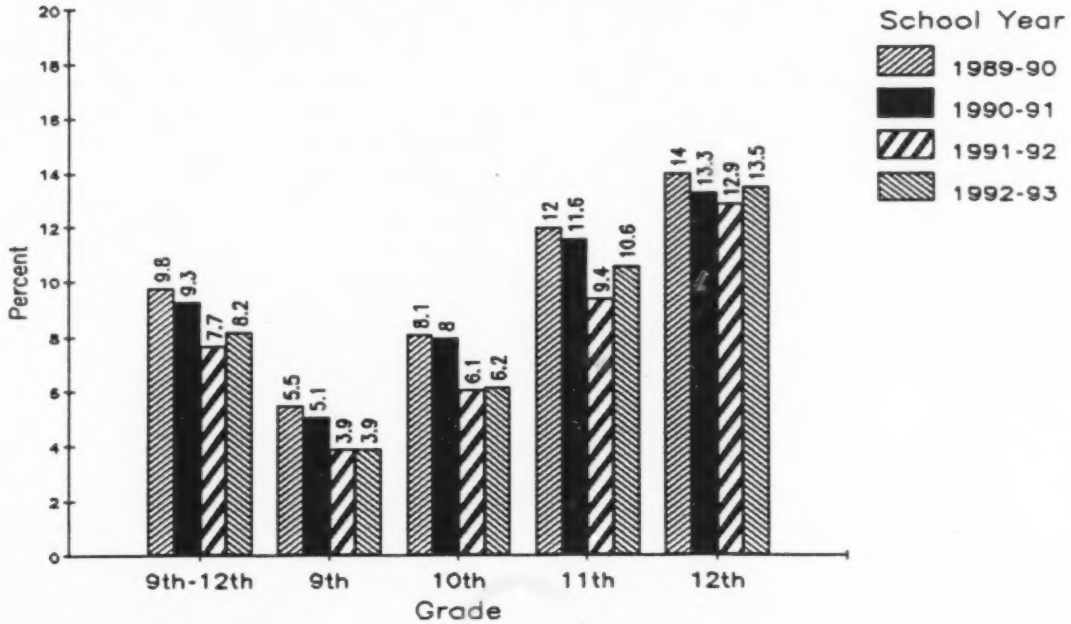
In School Year 1992-93, 4797 students in grades 9-12 dropped out of school in Nevada, resulting in an overall dropout rate of 8.2 percent. Of these students, 632 were from grade 9, 966 were from grade 10, 1501 were from

grade 11, and 1698 were from grade 12. The figures for the individual grade-levels resulted in dropout rates of 3.9 percent for ninth, 6.2 percent for tenth, 10.6 percent for eleventh, and 13.5 percent for twelfth grades. Although each of these figures is lower than those recorded in the first three school years studied (1988-89, 1989-90, and 1990-91), they are higher than corresponding figures recorded for the previous year (1991-92). One exception is ninth grade where dropout rates remained unchanged from the previous year. *Figure 1* illustrates the comparisons between dropout rate figures for three previous years.

More males (2500) than females (2297) dropped out of grades 9-12 in Nevada's schools during the 1992-93 school year. Males account for 52.1 percent of the total dropouts in Nevada during this time frame. However, the majority of enrollments in Nevada were male, with males representing 51.4 percent of the grade 9-12 enrollment. Males comprised 45.6 percent of ninth grade dropouts, 50.9 percent of tenth grade dropouts, 53 percent of eleventh grade dropouts, and 53.8 percent of twelfth grade dropouts.

Dropout rates provide a better indicator of male and female dropouts than percentage of total dropouts since male enrollment was greater at each

FIGURE 1
Nevada Dropout Rates by Grade
Comparison of School Years
1989-90 Through 1992-93



grade level. The overall dropout rate for males was 8.8 percent, with dropout rates beginning at approximately 3.6 percent in ninth grade and rising rapidly to 15.1 percent in twelfth grade. The pattern for females is similar. The dropout rate for females was 8.6 percent overall, rising rapidly from 4.5 percent in ninth grade to 14 percent in twelfth. Male and female dropout rates are illustrated in *Figure 2*. Most of the overall differences between the sexes is accounted for by the much higher dropout rates among males in the eleventh and twelfth grade.

Among the ethnic groups, Asian/Pacific Islanders had the lowest dropout rate at 6.6 percent, and Hispanics had the highest dropout rate at 14.3 percent. Of the other ethnic groups, dropout rates were 7.2 percent for Whites, 8.8 percent for Blacks, and 9.9 percent for American Indians/Alaskan Natives. Dropout rates for American Indian/Alaskan Native and Black groups were lower than the previous year, while rates for Asian/Pacific Island, Hispanic, and White groups were higher than the previous year. The comparisons of dropout rates for the last four years are illustrated in *Figure 3*.

More detailed information on grade, sex, and ethnicity for each Nevada school district (except Esmeralda, which has grades K-8 only) is provided in *Tables 6 and 7* in the *Appendix*.

FIGURE 2
Nevada Dropout Report
Comparison of Males and Females
School Year 1992-93

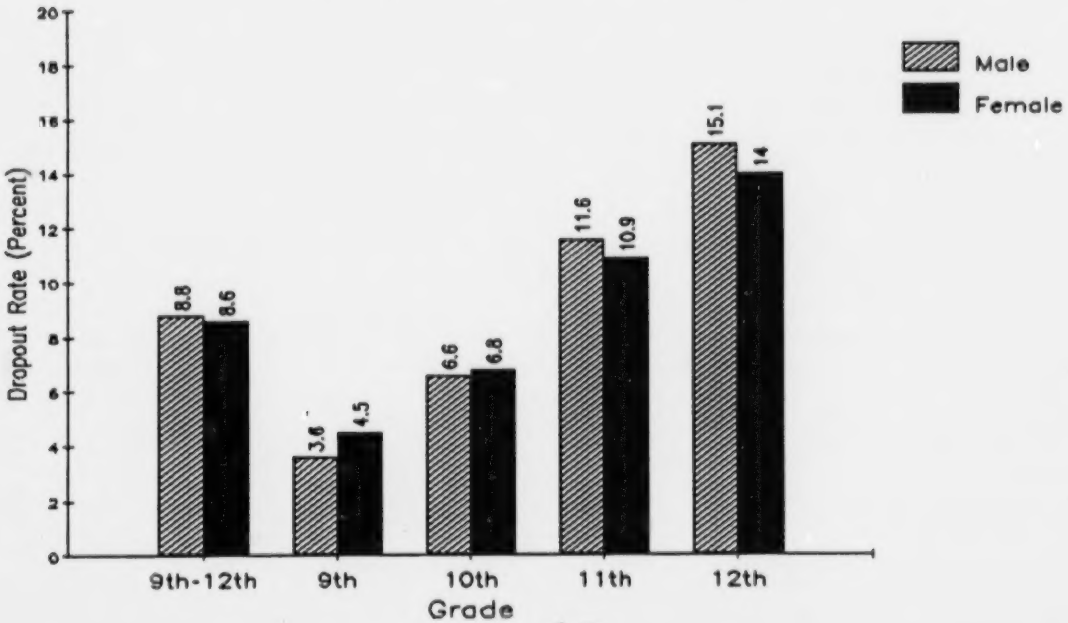
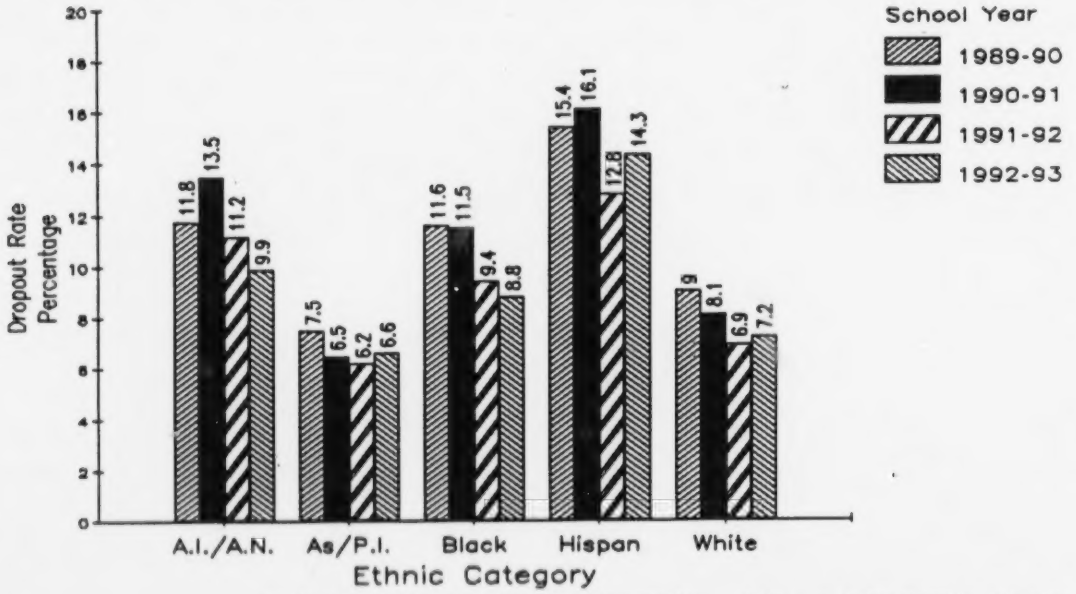


FIGURE 3
Nevada Dropout Report
Comparison of Ethnic Groups
School Years 1989-90 Through 1992-93



A.I./A.N = American Indian/Alaskan Native; As/P.I. = Asian/Pacific Islander

Finally, 522 of the 4,797 dropouts (10.9 percent) in grades 9-12 were receiving special education services based on having an IEP at the time of withdrawal from school. Of the dropouts receiving special education services, 55 were from ninth grade, 120 were from tenth grade, 157 were from eleventh grade, and 190 were from twelfth grade. The percentage of dropouts receiving special education services in each grade is illustrated in *Figure 4*.

Categories of Dropouts

The large majority of dropouts statewide fell into the broad category: "Withdrawal by Pupil, Parent, or Guardian" (2223 individuals). "Non-Returns" and "Absence of 10 Consecutive Days: Whereabouts Unknown" accounted for 989 and 685 individuals, respectively. After years of steady decline, dropouts falling in the "Withdrawal at the Request of School" category increased by over 512 percent from 138 individuals for the prior year to 845 individuals in the 1992-93 school year. Fifty-five individuals dropped out due to "Incarceration." The percentages of the total number of dropouts in each of the five major categories for the 1992-93 school year are illustrated in *Figure 5*.

Rising from last year's report, males were 10 times more likely to

FIGURE 4
Percentage of Dropouts Receiving
Special Education Services
School Years 1991-92 & 1992-93

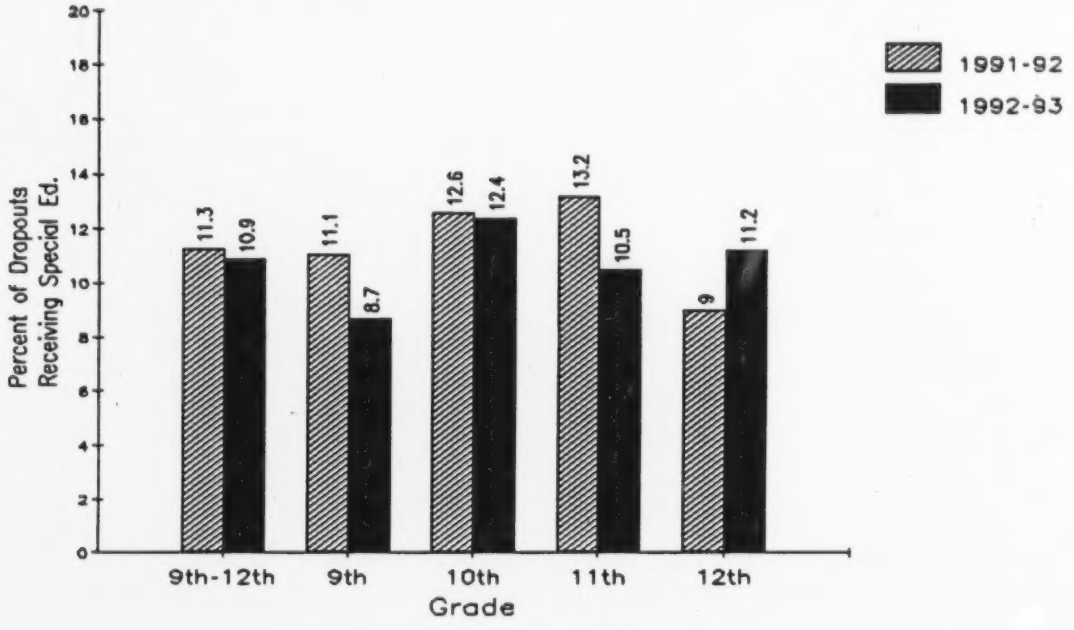
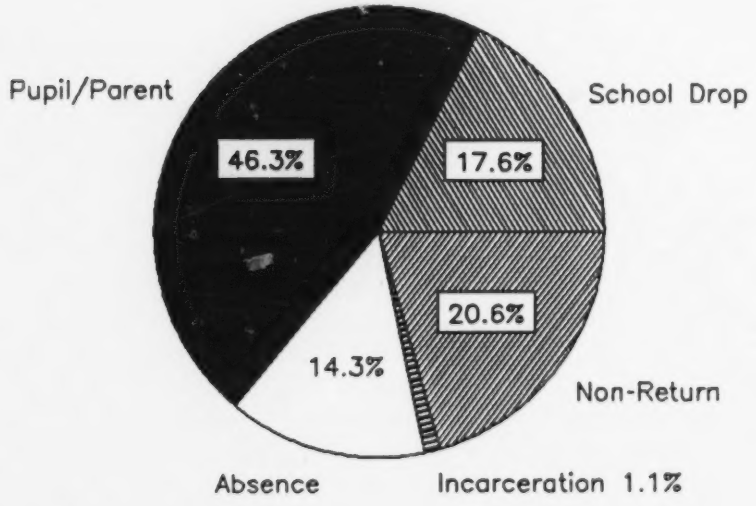


FIGURE 5
Nevada Dropout Report
Major Categories of Dropouts
Percent of Total Dropouts



withdraw from school due to "Incarceration" than females, although the percentages of the number of dropouts of each sex are extremely small (two percent of Males and less than 0.1 percent of Females). Among the various ethnic groups, Blacks were more likely to withdraw from school due to "Incarceration," but again, the percentage for the number of incarcerated Black dropouts is fairly small (3.5 percent of Black dropouts; all other groups near one percent).

Over the years of conducting dropout research in Nevada, there has been no stable pattern in categories of students withdrawn *by the schools* themselves. For example, male dropouts were slightly more likely than female dropouts to have been withdrawn by the schools in last year's report. In this year's study, there was little difference between the percentages of male and female dropouts that were withdrawn by the schools (438 males, 17.5 percent of male dropouts, and 407 females, 17.7 percent of female dropouts). The percentages of male and female dropouts withdrawn by the schools in 1992-93 were nearly five times greater and over six times greater than the previous year for males and females, respectively.

The ethnic group results really illustrate the lack of stable patterns in categories of students withdrawn *by the schools*. Among the dropouts in each ethnic group in 1990-91, American Indians/Alaskan Natives were less likely to be withdrawn by the school, and Asians/Pacific Islanders and Blacks were more likely to be withdrawn by the school. In 1991-92, Asians/Pacific Islanders were less likely to be withdrawn by the school, and Blacks were more likely to be withdrawn by the school. In the present study, American Indians/Alaskan Natives (22 individuals, 21.8 percent of that group's dropouts) and Asians/Pacific Islanders (39 individuals, 21.8 percent of their dropouts) were more likely to be withdrawn by the school, and Hispanics were least likely to be withdrawn from school (136 individuals, 13.6 percent of their dropouts). Blacks had 76 dropouts (16.5 percent of that group's dropouts) withdrawn by the school and Whites had 572 dropouts (18.7 percent of their dropouts) withdrawn by the school. However, in every ethnic group, the percentage of dropouts that were withdrawn by the school rose dramatically -- ranging from 3.5 to 11.5 times the percentages of dropouts recorded in the previous year.

Major categories where there appear to be ethnic differences are "Absence of 10 Consecutive Days: Whereabouts Unknown" and "Non-Returns." American Indian/Alaskan Native dropouts were more likely, and White dropouts were *less* likely, to simply stop attending school *during the school year.* Hispanic, White, and Asian/Pacific Islander dropouts were more likely to fail to *return to school following summer vacation*. The numbers and percentages of dropouts in these categories for each ethnic group are provided in *Tables 2* and *3*. The differences between the sexes were smaller, with 13.4 percent of male dropouts and 15.3 percent of female dropouts simply stopping attending school during the school year and 19.5 percent of male dropouts and 21.8

Table 2
Numbers and Percentages of Each Ethnic Group's Dropouts Due to Absence of 10 Consecutive Days: Whereabouts Unknown

Ethnicity	*Number of Individuals*	*Percent of Ethnic Group's Dropouts*
American Indians/Alaskan Natives	21	20.8%
Asians/Pacific Islanders	27	15.1%
Blacks	76	16.5%
Hispanics	187	18.6%
Whites	374	12.2%

Table 3
Numbers and Percentages of Each Ethnic Group's Dropouts Due to Failure to Return to School in the Fall (Non-Returns)

Ethnicity	*Number of Individuals*	*Percent of Ethnic Group's Dropouts*
American Indians/Alaskan Natives	17	16.8%
Asians/Pacific Islanders	34	19.0%
Blacks	72	15.7%
Hispanics	202	20.1%
Whites	664	21.7%

percent of female dropouts failing to return to school following summer vacation.

Unfortunately, as has been the case in previous reports, the subcategories under "Withdrawal by Pupil, Parent, or Guardian" are not very informative about reasons for dropping out of school since nearly 83 percent of these students fell either into the "No Request for Transcript" or "Other Reason" subcategories. No other subcategory accounted for much more than six percent of the dropouts in this major category. Females were more likely than males to fall into the subcategories of "Pregnancy" and "Marriage," and males were more likely to fall into the "Employment" and "Juvenile Authorization" subcategories. Unlike last year, there was very little difference between males and females in dropping out of school due to "Failure in Two or More Classes." However, again, the numbers and percentages of each sex withdrawn either by

themselves or by their parents/guardians represented in these subcategories were small. There were little coherent differences among the ethnic groups.

Dropouts in the School Districts

Table 4 provides the dropout count and dropout rate at each grade level for each district, as well as overall figures for grades 9-12. Recall that dropout rates include membership adjustments for "Non-Return" students in their calculation, and therefore will not equal a simple dividing of the number of dropouts by the number of enrollments provided in *Table 4*. Also, bear in mind that the figures reported for the previous school year have been recalculated using the present formula.

A review of *Table 4* reveals considerable variability in overall dropout rates throughout the state, ranging from 0.2 percent 9.6 percent. Only four of the 16 districts with grades 9-12 have dropout rates above the overall state rate, but one of these districts is the largest in the state. Seven districts showed a lower dropout rate than in the 1991-92 school year (Eureka, Lander, Lincoln, Mineral, Nye, Pershing, and Washoe) and the dropout rate in Lyon County School District remained the same as the previous year.

A more in-depth analysis of patterns of dropping out of school in individual districts within the state is beyond the scope and intent of the present study. The data in *Table 4* warrant careful attention. However, the reader is cautioned about drawing easy conclusions, especially in the very small enrollment districts where a handful of dropouts can swing the rates much higher or much lower. Further, although the present report does not review dropout data from individual high schools, it must be kept in mind by anyone reviewing those figures that dropout data may be higher for the many schools that do not encompass grades 8-12. It is often more difficult to track students who have completed, for example, grade eight at another school, e.g., intermediate/middle school, and do not return to enroll at the high school.

Grades Seven and Eight

Seven hundred thirty individuals were recorded as dropouts in grades seven and eight, with 382 dropouts counted for grade seven and 348 for grade eight. The corresponding dropout rate overall, and in each grade, is 2.2 percent.

Unlike the high school grades, male dropouts were a minority, with males comprising only 48.4 percent of seventh and eight grade dropouts. There were 353 males and 377 females counted as dropouts from grades seven and eight. Much like the high school results however, dropout rates for Hispanics in grades seven and eight was higher than for the other ethnic groups. Seventh and eight grade rates among the various ethnic groups were:

Table 4
Dropout Rates by Grade and School District

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Nevada	Enrolled	57477	15846	15502	13924	12205
	Dropouts	4797	632	966	1501	1698
	Rate	8.2%	3.9%	6.2%	10.6%	13.5%
	*(Prev.Yr)**	*(7.7%)*				
Carson City	Enrolled	1903	542	473	461	427
	Dropouts	106	11	27	40	28
	Rate	5.5%	2.0%	5.7%	8.6%	6.5%
	(Prev.Yr)	*(4.2%)*				
Churchill	Enrolled	990	264	283	243	200
	Dropouts	67	11	9	27	20
	Rate	6.7%	4.1%	3.2%	11.0%	9.5%
	(Prev.Yr)	*(6.2%)*				
Clark	Enrolled	35025	9565	9359	8603	7498
	Dropouts	3415	451	687	1069	1208
	Rate	9.6%	4.7%	7.2%	12.2%	15.6%
	(Prev.Yr)	*(8.3%)*				
Douglas**	Enrolled	1698	476	448	401	373
	Dropouts	78	6	11	24	37
	Rate	4.6%	1.3%	2.5%	5.9%	9.9%
	(Prev.Yr)	*(2.6%)*				
Elko	Enrolled	2011	577	566	454	414
	Dropouts	122	33	33	33	23
	Rate	6.0%	5.6%	5.8%	7.2%	5.5%
	(Prev.Yr)	*(5.5%)*				
Esmeralda	***					
Eureka	Enrolled	93	21	21	31	20
	Dropouts	2	0	0	0	2
	Rate	2.2%	0.0%	0.0%	0.0%	10.0%
	(Prev.Yr)	*(6.3%)*				
Humboldt	Enrolled	854	223	238	195	198
	Dropouts	37	3	12	11	11
	Rate	4.3%	1.3%	5.0%	5.6%	5.6%
	(Prev.Yr)	*(4.2%)*				
Lander	Enrolled	389	125	117	79	68
	Dropouts	27	5	10	7	5
	Rate	6.9%	4.0%	8.5%	8.8%	7.4%
	(Prev.Yr)	*(7.0%)*				

Table 4
Dropout Rates by Grade and School District

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Lincoln****	Enrolled	401	93	133	94	81
	Dropouts	1	0	0	0	1
	Rate	0.2%	0.0%	0.0%	0.0%	1.2%
	(Prev.Yr)	*(0.5%)*				
Lyon	Enrolled	1159	338	347	276	198
	Dropouts	102	16	26	35	25
	Rate	8.7%	4.7%	7.5%	12.4%	12.5%
	(Prev.Yr)	*(8.7%)*				
Mineral	Enrolled	311	90	87	78	56
	Dropouts	28	2	9	6	11
	Rate	8.8%	2.2%	10.0%	7.6%	18.6%
	(Prev.Yr)	*(10.0%)*				
Nye	Enrolled	1029	314	316	233	166
	Dropouts	40	5	9	16	10
	Rate	3.9%	1.6%	2.8%	6.9%	6.0%
	(Prev.Yr)	*(5.4%)*				
Pershing	Enrolled	187	59	48	44	36
	Dropouts	6	1	3	1	1
	Rate	3.2%	1.7%	6.3%	2.3%	2.8%
	(Prev.Yr)	*(6.5%)*				
Storey	Enrolled	127	34	44	33	16
	Dropouts	11	1	4	1	5
	Rate	8.3%	2.9%	8.5%	3.0%	27.8%
	(Prev.Yr)	*(6.5%)*				
Washoe	Enrolled	10788	2983	2871	2591	2343
	Dropouts	724	74	119	225	306
	Rate	6.6%	2.5%	4.1%	8.5%	12.7%
	(Prev.Yr)	*(8.6%)*				
White Pine	Enrolled	512	142	151	108	111
	Dropouts	31	13	7	6	5
	Rate	5.9%	8.7%	4.6%	5.5%	4.5%
	(Prev.Yr)	*(5.4%)*				

**Previous year* dropout rates were re-calculated for *Table 4* using the formula used for calculating dropout rates in the present report.
** Does not include China Springs Youth Center.
***Esmeralda County School District does not provide instruction in grades 9-12.
****Does not include C.O.Bastian/Caliente Youth Center.

American Indian/Alaskan Native - 1.3 percent; Asian/Pacific Islander - 1.4 percent; Black - 2.5 percent; Hispanic - 4.5 percent; and White - 2.3 percent. Nine American Indian/Alaskan Natives, 18 Asian/Pacific Islanders, 79 Blacks, 187 Hispanics, and 437 Whites were recorded as dropouts in grades seven and eight.

Among the seventh and eighth grade dropouts, 49.9 percent were withdrawn by the parent or student, 33.7 percent failed to return from summer to school in the fall, 14.1 percent were absent for 10 or more days with whereabouts unknown, 1.6 percent were incarcerated, and 0.7 percent were withdrawn by the school.

A number of findings here are consistent with the cautionary statement in the introductory section that a substantial number of these seventh and eight grade "dropouts" could actually be enrolled in a school in another locale, but, at this level, no request for transcripts were made by the receiving school. Among the seventh and eighth grade dropouts in the category of withdrawal by parent or student, 98.1 percent fall into the "No Transcript Requested" subcategory, compared to 75.3 percent among high school dropouts. Among all dropouts recorded for the seventh and eight grade, 97.7 percent fell into the categories of "No Transcript Requested," "Absent for 10 or more days whereabouts unknown," and "Non-Returns," compared to 69.8 percent of high school dropouts. *Thus, one should be considerably skeptical about the findings and rates reported here for seventh and eighth grade dropouts.*

Interrupted Progress

Among the categories of withdrawal other than those classified as dropping out of school, students whose educational progress is interrupted during the school year are of greatest interest to the present study since many of these students may be at a greater risk for eventually dropping out of school. Interrupted progress codes are used for students who withdraw from the school program before the completion of the school year, but re-enroll in the same grade at the beginning of the next school year. Since students were far more likely to have their progress interrupted during the high school years (1424 students compared to 21 students in grades 7-8), the discussion will focus on grades 9-12.

In grades 9-12, males (777) and females (647) did not differ appreciably in likelihood of having their educational progress interrupted (1.7 percent of male enrollment and 1.5 percent of female enrollment). Like the numbers and percentages for males and females, the breakdown of numbers for ethnic groups reveals small percentages of the total ethnic student populations had their progress interrupted during the school year. However, American Indian/Alaskan Natives and Whites appear least likely to experience interrupted educational progress, and Blacks appear most likely to have their progress

Table 5
Interrupted Progress Counts and Percentages of Each Ethnic Group's Student Population

Ethnicity	*Number of Students*	*% of Ethnic Population*
American Indian/Alaskan Native	20	2.0%
Asian/Pacific Islander	67	2.5%
Black	281	5.5%
Hispanic	265	3.9%
White	792	1.9%

interrupted. The figures appear in *Table 5*.

Discussion

After three years of steady decline in Nevada's dropout rates, it is disturbing to see increases in students dropping out of Nevada public schools in the 1992-93 school year. In many respects, the findings of this study mirror difficulties that are emerging throughout the country. The growing concern regarding increased school violence is reflected in the dramatic increases in students being withdrawn *by* the schools in Nevada. Likewise, after declines in previous studies conducted two years ago, there appears to be an increase in student at-risk behaviors, especially drug usage other than alcohol, recorded in the latest study in Nevada (Soule & Fitzgerald, 1994) and other studies across the nation. The use of these drugs coincide with factors that have been shown traditionally to be related to being at risk for dropping out of school; e.g., poor attendance, low educational aspirations, and low levels of involvement in school activities.

Given the personal and socioeconomic costs that arise from dropping out of school, considerable attention must be given to retrieval of individuals who have withdrawn from school, whether they have dropped out of school in Nevada or have dropped out of school elsewhere and migrated into Nevada. At the same time, given findings of highly disparate student achievement scores between at-risk groups (i.e., low socioeconomic status, mainstreamed special education, and limited English-speaking) and other students as early as second grade (Snow, 1993), greater attention could be directed toward increasing school readiness among targeted groups of pre-kindergarten age children and continuing academic and personal support for these individuals throughout their school-age years.

It is too early to know whether the increase in students dropping out of Nevada schools signals a continuing trend. However, it seems reasonable to suspect that the rapidly changing student population in the fastest growing state in the nation will require a continuously greater expenditure of effort and resources in order to assure that students successfully participate in the educational opportunities available in Nevada.

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For more detailed data on student withdrawals in Nevada for School Year 1992-93, contact:

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Appendix

Additional Dropout Tables

Table 6: **Dropout Rates by Ethnic Category**

Table 7: **Percentages of Male and Female Dropouts**

Table 6
Dropout Rates by Ethnic Category

School District		9TH-12TH GRADE TOTAL AI/AN	AS/PI	HISPAN	BLACK	WHITE
Nevada	Enrolled	1007	2678	6806	5132	41854
	Dropouts	101	179	1003	460	3054
	Rate	9.9%	6.6%	14.3%	8.8%	7.2%
Carson City	Enrolled	74	40	179	16	1594
	Dropouts	2	1	46	2	55
	Rate	2.7%	2.5%	24.3%	12.5%	3.4%
Churchill	Enrolled	54	59	50	16	811
	Dropouts	11	2	5	0	49
	Rate	21.1%	3.4%	9.8%	0.0%	6.0%
Clark	Enrolled	232	1888	4524	4720	23661
	Dropouts	33	140	714	437	2091
	Rate	13.8%	7.3%	15.3%	9.1%	8.7%
Douglas	Enrolled	57	15	101	17	1508
	Dropouts	3	1	9	1	64
	Rate	5.3%	6.7%	8.8%	5.9%	4.2%
Elko	Enrolled	134	20	201	4	1652
	Dropouts	8	0	21	0	93
	Rate	6.0%	0.0%	10.2%	0.0%	5.5%
Esmeralda	*					
Eureka	Enrolled	13	0	8	0	72
	Dropouts	0	–	0	–	2
	Rate	0.0%	–	0.0%	–	2.8%
Humboldt	Enrolled	41	2	138	7	666
	Dropouts	0	0	10	0	27
	Rate	0.0%	0.0%	7.2%	0.0%	4.1%
Lander	Enrolled	31	0	70	1	287
	Dropouts	3	–	10	0	14
	Rate	9.7%	–	14.3%	0.0%	4.8%
Lincoln**	Enrolled	8	8	31	24	330
	Dropouts	0	0	0	0	1
	Rate	0.0%	0.0%	0.0%	0.0%	0.3%
Lyon	Enrolled	69	23	87	2	978
	Dropouts	6	0	12	0	84
	Rate	8.7%	0.0%	13.5%	0.0%	8.5%

(CONT.)

Table 6
Dropout Rates by Ethnic Category

School District		*9TH-12TH GRADE TOTAL*				
		AI/AN	*AS/PI*	*HISPAN*	*BLACK*	*WHITE*
Mineral	Enrolled	20	8	29	24	230
	Dropouts	2	0	4	0	22
	Rate	9.1%	0.0%	13.3%	0.0%	9.4%
Nye	Enrolled	32	13	88	12	884
	Dropouts	1	0	2	1	36
	Rate	3.1%	0.0%	2.3%	8.3%	4.1%
Pershing	Enrolled	13	0	45	0	129
	Dropouts	0	–	3	–	3
	Rate	0.0%	–	6.7%	–	2.3%
Storey	Enrolled	4	3	3	1	116
	Dropouts	0	0	0	0	11
	Rate	0.0%	0.0%	0.0%	0.0%	9.1%
Washoe	Enrolled	208	592	1201	287	8500
	Dropouts	32	35	166	19	472
	Rate	15.0%	5.9%	13.4%	6.6%	5.5%
White Pine	Enrolled	17	7	51	1	436
	Dropouts	0	0	1	0	30
	Rate	0.0%	0.0%	2.0%	0.0%	6.7%

*Esmeralda County School District does not provide instruction in grades 9-12.
**Does not include C.O. Bastian/Caliente Youth Center.

AI/AN = American Indians/Alaskan Natives
AS/PI = Asians/Pacific Islanders

Table 7
Percentages of Male and Female Dropouts

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Nevada	Dropouts	4797	632	966	1501	1698
	Male	52.1%	45.6%	50.9%	53.0%	53.8%
	Female	47.9%	54.4%	49.1%	47.0%	46.2%
Carson City	Dropouts	106	11	27	40	28
	Male	45.3%	18.2%	51.9%	47.5%	46.4%
	Female	54.7%	81.8%	48.1%	52.5%	53.6%
Churchill	Dropouts	67	11	9	27	20
	Male	34.3%	55.5%	55.6%	22.2%	30.0%
	Female	65.7%	44.5%	44.4%	77.8%	70.0%
Clark	Dropouts	3415	451	687	1069	1208
	Male	51.4%	44.3%	48.6%	53.6%	53.6%
	Female	48.6%	55.7%	51.4%	46.4%	46.4%
Douglas	Dropouts	78	6	11	24	37
	Male	61.5%	33.3%	54.5%	54.2%	70.3%
	Female	38.5%	66.7%	45.5%	45.8%	29.7%
Elko	Dropouts	122	33	33	33	23
	Male	49.2%	42.4%	48.5%	36.4%	39.1%
	Female	50.8%	57.6%	51.5%	63.6%	60.9%
Esmeralda	*					
Eureka	Dropouts	2	0	0	0	2
	Male	0.0%	–	0.0%	0.0%	0.0%
	Female	100.0%	–	0.0%	0.0%	100.0%
Humboldt	Dropouts	37	3	12	11	11
	Male	56.8%	66.7%	58.3%	63.6%	45.5%
	Female	43.2%	33.3%	41.7%	36.4%	54.5%
Lander	Dropouts	27	5	10	7	5
	Male	37.0%	40.0%	50.0%	28.6%	20.0%
	Female	63.0%	60.0%	50.0%	71.4%	80.0%
Lincoln**	Dropouts	1	0	0	0	1
	Male	0.0%	0.0%	–	0.0%	0.0%
	Female	100.0%	0.0%	–	0.0%	100.0%
Lyon	Dropouts	102	16	26	35	25
	Male	72.5%	68.8%	61.5%	68.6%	84.0%
	Female	27.5%	31.2%	38.5%	31.4%	16.0%

(CONT.)

Table 7
Percentages of Male and Female Dropouts

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Mineral	Dropouts	28	2	9	6	11
	Male	57.1%	50.0%	77.8%	50.0%	45.5%
	Female	42.9%	50.0%	22.2%	50.0%	54.5%
Nye	Dropouts	40	5	9	16	10
	Male	47.5%	40.0%	55.6%	37.5%	60.0%
	Female	52.5%	60.0%	44.4%	62.5%	40.0%
Pershing	Dropouts	6	1	3	1	1
	Male	66.7%	100.0%	33.3%	100.0%	100.0%
	Female	33.3%	0.0%	66.7%	0.0%	0.0%
Storey	Dropouts	11	1	4	1	5
	Male	63.6%	100.0%	50.0%	0.0%	80.0%
	Female	36.4%	0.0%	50.0%	100.0%	20.0%
Washoe	Dropouts	724	74	119	225	306
	Male	55.1%	50.0%	58.0%	56.4%	54.2%
	Female	44.9%	50.0%	42.0%	43.6%	45.8%
White Pine	Dropouts	31	13	7	6	5
	Male	54.8%	53.8%	71.4%	33.3%	60.0%
	Female	45.2%	46.2%	28.6%	66.7%	40.0%

*Esmeralda County School District does not provide instruction in grades 9-12.
**Does not include C.O. Bastian/Caliente Youth Center.